



Assessment Policy BSc IBA and MSc BA 2019-2024

“The whole is greater than the sum of its parts”

Abstract

The assessment policy of the two programmes BSc IBA and MSc BA is a navigation tool for qualitative assessment aimed for the enhancement of student learning by supporting a coherent, consistent and challenging learning environment.

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Summary of assessment policy of BSc IBA and MSc BA

This assessment policy ('(I)BA assessment policy') is consistent with Dutch law on higher education (WHW), the quality assurance framework for student assessment UT¹, the UT Student Charter and BMS Education & Exam Regulations as well as the Rules & Guidelines of the Examination board Management Sciences².

When '(I)BA' is used, this means both the BSc IBA and MSc BA programmes.

Assessment principles³

1. Assessment is designed to **guide and enhance student learning** and student's professional development.
2. Assessment should be of **undoubted quality**, "fit-for-purpose" and to **provide all students a truthful opportunity to demonstrate their learning achievements**.
3. Assessment develops students' **abilities to evaluate their own and peer's work**.
4. Students are provided with **feedback** on the progress of their learning and development.
5. Assessment **provides credible information** on student achievement.

(I)BA Assessment plan principles

6. Student learning and development is assessed against learning objectives and expected performance.
7. Assessment is an integral part of the (I)BA programmes⁴: assessment tasks are aligned with both the teaching and learning activities and their learning objectives as specified in the (I)BA assessment plan.
8. The (I)BA assessment plan is cohesive and balanced and specifies how learning objectives and assessments in the mandatory part of the curriculum guarantee that each graduate masters the (I)BA ILOs at the targeted level⁵.
9. At least 50% of the final grade of a unit of study is based on individual assessments.
10. Formative assessment is integrated in all units of study at least related to the project and intermediate results of the project.
11. A variety of assessments methods is used to support inclusiveness.
12. For BSc IBA: The use of multiple-choice tests is reduced towards the end of the programme. From the 2nd year onwards all written tests include open questions.

Assessment design and organization principles

13. Learning objectives (at unit of study level) are available and formulated according to Bloom's taxonomy
14. Assessment tasks are constructed by taking (a subset of) learning objectives as directional and implementing all phases of the assessment cycle.

¹ [UT quality assurance framework for student assessment December 2016](#)

² For regulations of UT and BMS see <https://www.utwente.nl/en/bms/examboard/>

³ Based on [UNSW Assessment 2020](#) and [UNSW Assessment policy](#)

⁴ Constructive alignment according to Biggs (Biggs, 1999)

⁵ [Proposal for the Definition of Course Levels, LEVELS Task Force – SIUE \(Southern Illinois University Edwardsville\)](#)

15. Information about assessment should be timely, explicit, accessible and transparent (EER⁶).
16. Academic integrity is monitored in the assessment process. For assignments plagiarism checkers need to be used.

Quality assurance principles of assessment

17. At all levels quality assurance is based on **continuous improvement by the Plan-Do -Check-Act (PDCA)** approach. These approaches at the different levels are interrelated and need to be consistent. Assessment quality is integrated in surveys on educational quality as well as in improvement plans of units of study and the programme.
 - Module teams/Course coordinators are informed about results of evaluations
18. The dean, programme management, module teams/unit of study examiners and Examination Board bear collective **responsibility for the quality** of the final degree audit and assessments.
 - The programme management is responsible for quality and maintenance of the assessment plan and monitoring its implementation and organizing continuous improvement and development.
 - The dean and the programme management are advised by the programme committee on educational improvements.
 - The module/course team is responsible for the assessment tasks and their full assessment cycle.
 - The Examination board is responsible for safeguarding **of assessment quality** (the quality of the assessment plan as well as the assessment tasks)
19. For all assessment tasks **all phases of the assessment cycle**⁷ need to be implemented to assure quality and to implement the PDCA approach.
 - A constructed assessment task is peer reviewed by colleagues before presenting the assessment task to students ("4 eye principle"). The grading criteria and model are included in the peer review.
 - For projects and assignments, a rubric is the preferred grading model.
 - For reports the APA style is standard for referencing.
 - An assessment task dossier is available and includes:
 - The constructed assessment tasks
 - The grading criteria and model
 - The student results of the assessment
 - The analyses of results and its consequences
 - In case of peculiarities their description
 - **Evaluation\improvements**
20. **Examiners**, appointed by the Examination Board on the recommendation of the programme management, must be subject-matter experts and qualified for teaching and assessment in an English taught **(I)BA** programme (UTQ + English assessment). Criteria for examiners: UT staff

⁶ In the bachelor Education and Exam regulation it is e.g. arranged that:

- The schedule of module assessments need to be available at the start of the module
- An assessment scheme specifying the relation between assessment results and the final grade of the module need to be available at the start of the module.

⁷ www.utwente.nl/en/examination/toolbox-testdesign/

member, UTQ + English assessment). Teachers who do not fulfill (one of) the latter two of these criteria will be appointed based on a waiver (for a maximum of three times a years) under condition that they started working on the fulfillment of the criteria.

21. The **thesis** needs to be assessed by two examiners in co-operation and the rubrics need to be archived in the student dossier.
 - The thesis is a public document. It needs to be uploaded to the repository of the UT Library (and for BSc IBA is also available via [IBA website](#)). Only in very special cases the examination board can give permission for confidentiality.
 - For a thesis grade 10 or above a third examiner needs to be involved in grading.
 - Regularly, once in three years, a peer review of thesis grading is organized in which preferably (international) external peers are involved.
22. Assessment screening per unit of study is organized regularly to monitor quality aspect (validity, reliability and consistency) of assessments
23. The regulations for Fraud and free-riding [published](#) on the website of the examination board are applied on assessments of the (I)BA programme.
24. In case a report needs to be delivered via an assignment with plagiarism detection⁸ in the Electronic Learning Environment it is not allowed to deliver screenshots with texts included in the report or as report.

Context:

- PDCA cycles at the UT institutional level, faculty level, programme level, unit of study level and for the examination board are consistently specified in the UT quality assurance framework for student assessment UT⁹.
- The 4TU universities have developed and are allowed to use the Meijers criteria¹⁰ instead of Dublin descriptors, as a framework for their ILO's.
- For the BSc IBA the [EQUAL framework](#) is an international guideline to be consistent with (ILOs)
- The (I)BA assessment policy is consistent with the European Association for Quality Assurance in Higher Education (ENQA) guidelines¹¹.
- The (I)BA policy includes the adoption of regulations on Academic integrity and higher Education the UT is compliant with (e.g. code of Ethics UT).

Developments

- Developments in ICT are applied in the improvement of assessment (digital assessment).
- Adjustment of the intended learning outcomes to strengthen the programme profile and content related to developments in the discipline:

⁸ Urkind will be used in CANVAS in 2018-2019

⁹ [UT quality assurance framework for student assessment December 2016](#)

¹⁰ Meijers, A. W. M., Borghuis, V. A. J., Mutsaers, E. J. P. J., Overveld, van, C. W. A. M., & Perrenet, J. C. (2005). Criteria voor academische bachelor en master curricula = Criteria for academic bachelor's and master's curricula. (2e, gew. dr. redactie) Eindhoven: Technische Universiteit Eindhoven.
<https://pure.tue.nl/ws/portalfiles/portal/2008910> (accessed 12 January 2024)

¹¹ www.enqa.eu/wp-content/uploads/2015/11/ESG_2015.pdf

- To sharpen the characteristics of our programme Entrepreneurship is introduced as a new theme from 2018-2019 onwards.
- Sustainability, responsibility and ethics become more and more important (e.g. for that reason a new theme is introduced in the **BSc IBA** programme).

1 Introduction

This document describes the concepts, rules, regulations and procedures related to assessment of student learning in the **BSc International Business Administration** programme and the **MSc Business Administration** programme of the university of Twente.

The assessment policy for both **IBA** and **BA** (in the rest of the document '(I)BA') is set up to be consistent with the UT and the (I)BA vision on education and the educational environment. The constructive alignment of learning, teaching and assessment is an important concept in the design of our education. Intended learning outcomes are directional for teaching, learning and assessment and their alignment.



Figure 1: Constructive alignment between learning outcomes, learning and teaching activities and assessment (adapted from Biggs 1999: 27)

The (I)BA programme assessment policy aims to:

- support the **quality of learning** of (I)BA students;
- to be a **framework for continuous improvement** of assessment quality and by that for continuous improvement of the quality of teaching and learning;
- support teachers and the programme in clarifying mutual expectations and building a **consistent learning environment**;
- support the **safeguarding of assessment quality**;
- help **new staff** to gain insight in and an overview of procedures, rules and regulations together with what they are aimed for;
- support **accountability** of assessment quality.

In this policy document the vision and mission on education are viewed as directional and therefore shortly described first. Secondly the framework for assessment is specified. The quality assurance of assessment, including the assurance of learning is the important part and main aim of this document and is finally described.

2 Mission and vision on education

The mission and vision on education at the institutional, faculty and programme level are consistently related. Consequently, the programme's intended learning outcomes are structured according to the research-design-organize competences the UT strives for.

The vision on assessment is integrated in the vision on education by as well the constructive alignment concept as well as by the first assessment principle *"Assessment is designed to **guide and enhance student learning** and student's professional development."*

Like the mission and vision on education also the quality assurance frameworks for assessment of learning at the different levels (institutional, programme, study unit and assessment level) are consistently related. Together these frameworks aim to guarantee assurance of learning..

2.1 UT mission and vision

Key elements in the UT's mission and vision ([UT vision 2020](#)) for education are:

- | | |
|---|--|
| • T shaped professionals (only BSc IBA) | Graduates master their discipline in depth and are trained to connect, by critically reflection on their knowledge, to other disciplines and the society as a whole. |
| • Global citizens | Graduates are equipped for working in varying international contexts and aware of their global responsibilities. |
| • Research, design and organize | The three professional roles each graduate master. |
| • Entrepreneurial | "An enterprising spirit among all students: the motivation and the ability to innovate, experiment, pioneer and discover" (vision 2020). |

The attributes of the UT graduates are visualized in the next figure:

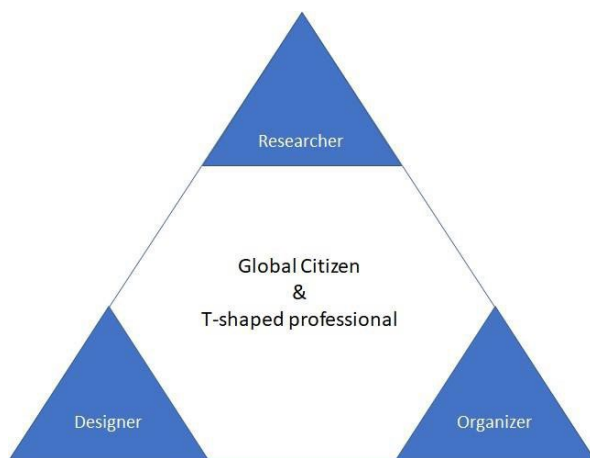


Figure 2: Attributes of UT graduates

2.1.1 The Twente Educational Model (TOM)

TOM is UT's educational concept implemented in 2013-2014. The aim of TOM is to enhance the student experience, improve study success, and grow an entrepreneurial student attitude. The key element in it is the project-based learning approach. In the 15 EC units of study referred to as *modules* all education (skills and theory) is integrated. Modules include a project and provide a context in which knowledge of several sub-disciplines, skills and attitude will be developed in integration and in relation with real live contexts.

2.2 Faculty BMS – “BMS under STEαM : Technology meets Life”¹²

The vision on education and research of the Faculty Behavioural, Management and Social Science (BMS) at the University of Twente (UT) is described in the policy “BMS under STEαM”. It is a policy brief with a description of the future (vision 2021) profiling of the teaching and research of BMS. This profiling is related to the High-Tech-Human-Touch philosophy of the University of Twente and global developments in Society as well as in Behavioural, Management and Social Sciences.

¹² https://www.utwente.nl/en/bms/fc/agenda/2016_2017/24_oct/agp-3d.pdf

The core elements of the mission and vision on education of the BMS faculty are:

1. International excellence as a condition
2. An enterprising habitus and entrepreneurial attitude
3. Innovation and flexibility in combining disciplines
4. An orientation at societal challenges and real-life problems

2.3 Mission and Vision of the programmes

Mission for [BSc IBA] and [MSc BA]

We are committed to educating pioneering and curious graduates who can research, design and organise through internationally-oriented interdisciplinary learning and project work that has a broad social and economic impact. Our graduates are well-prepared to [be global citizens and further specialise in an MSc Business Administration programme or to begin a career in international business at the level of junior management] [work in a specialised junior management (advisory) role in an international context or further specialise in a PhD or PDEng programme].

Core values

- **Pioneering:** we aim to be at the forefront of social and technological innovation
- **Curious:** we are open to varied experiences and embrace ambiguity
- **Inclusive:** we collaborate, respect differences and demonstrate ‘neighbourship’¹
- **Proud:** we are proud of what we do, and act with integrity and responsibility

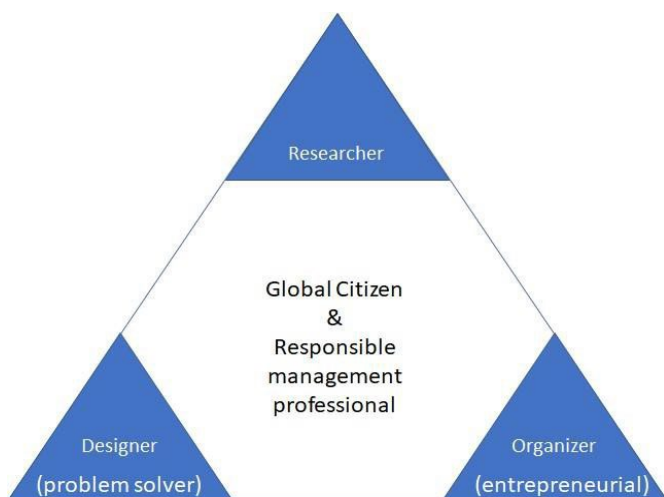
Vision for [BSc IBA] and [MSc BA]

The [bachelor programme International Business Administration (BSc IBA)] [master programme Business Administration (MSc BA)] fulfils an important role for the university, the region and beyond, by interacting with (international) businesses and delivering graduates with an entrepreneurial, inclusive, curious and open attitude. Our students are interdisciplinary T-shaped professionals, not only do they possess in-depth knowledge in their field of study but are also able to utilise their knowledge in a broader context, in partnership with other disciplines and wider society. Our classroom is international and project work [form a substantial part of the learning experience] [and increasing extend of challenge-based learning form a substantial part of the learning experience]. To deliver T-shaped professionals, we apply theoretical concepts to a (real-life) case in project work to help our students to develop entrepreneurial attitudes and 21st century skills. Our graduates are global citizens with entrepreneurial and open mindsets. They are *pioneering* to use social and technological innovations, *curious* to develop smart solutions for business problems, *inclusive* to collaborate in an international community and *proud* on what on what they have achieved through personal development. Our programme [follows the Twente Educational Model for undergraduate education and] rests on the three pillars of ‘research-design-organise’ professional roles. In line with the university’s motto of High Tech, Human Touch (HTHT), we acknowledge that technology is an inherent part of modern businesses and that human aspects are an integral part of any technological innovation. This is why our programme focuses on designing social and/or technological innovations and bringing them to the market, while considering the wider ethical and societal implications. Our programme prepares students for contributing to those solutions through life-long learning, self-development and professional business skills and personal development. This is why our programme

¹ Neighbourship is derived from the Twente language word ‘noaberschap’

focuses on designing social and/or technological innovations and bringing them to the market, while considering the wider ethical and societal implications. Our programme prepares students for contributing to those solutions through life-long learning, and professional business skills and personal development.

The attributes of the **BSc IBA** graduates are visualized by:



*Figure 3: Attributes of **BSc IBA** graduates*

2.4 Curriculum of the programmes

2.4.1 **BSc IBA**

The curriculum of the **BSc IBA** is aimed to facilitate all our graduates to master all specified intended learning outcomes (ILOs) at least at the targeted level (level 400 as specified base on ¹³).

Besides this the first module has an orientation and the second module a selection function.

The skills line, which includes the development of reflective skills, academic skills and business skills is integrated in all mandatory modules. Furthermore the students set up an individual personal development plan in module 5 and 6 and are responsible for their personal developments as planned towards the end of the programme. They are coached in this by the programme' skills coordinator and have to show their developments by the use of their career development & skills portfolio.

A mandatory international experience is included in the programme. The students have freedom to choose their own activities. The use of the 5th semester for study abroad is advised. A study tour or the minor crossing borders are also standard options.

2.4.1.1 *The Intended Learning Outcomes (ILOs) for **BSc IBA***

The Intended learning outcomes of the **BSc IBA** are structured along the research-design-organize roles our graduates all will be competent in (*Appendix A*).

To master the ILOs, students need to master the fundamentals and concepts of the knowledge domains as mentioned in *Appendix A under "the aim of the programme"*.

¹³ [Proposal for the Definition of Course Levels, LEVELS Task Force – SIUE \(Southern Illinois University Edwardsville\)](#)

2.4.1.2 The structure of the BSc IBA curriculum

The curriculum of the BSc IBA consists of 7 mandatory modules of 15 EC, 2 programme related deepening elective modules (students choose 1 out of 2 electives), the thesis module and a semester of broadening modules : Study abroad or minor modules. This structure is shown in Figure 4 below.

	Quartile 1	Quartile 2	Quartile 3	Quartile 4
Year 1	Core module M1	Core module M2	Core module M3	Core module M4
Year 2	Core module M5	Core module M6	Elective module M7A Elective module M7B	Elective module M8A Elective module M8B
Year 3	Study Abroad semester or Minor M9 & M10		Core module M 11	Thesis M12

Figure 4: Structure of the BSc IBA curriculum

For the details of the BSc IBA curriculum see: Appendix B

2.4.2 MSc BA

The curriculum of the MSc BA is aimed to facilitate all our graduates to master all specified intended learning outcomes (ILOs).

2.4.2.1 The Intended Learning Outcomes (ILOs) for MSc BA

The Intended Learning Outcomes (ILOs) of the MSc BA are structured along the research-design-organize roles our graduates all will be competent in (Appendix F)

2.4.2.2 The structure of the MSc BA curriculum

Students can enroll in both September and February for the MSc BA programme. The one-year (60 EC) programme currently still consists of 8 courses of in total 35 EC, and is finalized with a master thesis of in total 25 EC. The master thesis is divided into two parts, where the first part is 10 EC and entails the preparation, research design, theoretical development and further planning of the thesis. The second part is 15 EC and entails the execution of the research proposal of part 1 and finalizing (reporting) the full research conducted.

Structure

All students follow the programme as is presented in Table 2.1.

Summary of programme requirements MSc BA		
Requirement	EC's	Courses
Core courses	15	Entrepreneurial Leadership & Responsible Organizational Design (5EC, 201600002) Qualitative Methods in Business Research (2.5EC, 202001446)

		Quantitative and Design Methods in Business Research (2.5EC, 202001447) Business Valuation & Corporate Governance (5EC, 201800089)
Electives (Track-specific)	15	One of seven tracks.
Elective (Free)	5	One elective course, e.g. fourth track-specific course.
Master thesis	25	Master Thesis BA Part 1 (201500101) Master Thesis BA Part 2 (201500102)

Table 2.1: Programme requirements *MSc BA*.

The *MSc BA* curriculum features 15 EC of core courses, each explicitly related to the three roles as defined for our graduates:

- Qualitative Methods in Business Research (2.5EC)
- Quantitative and Design methods in Business Research (2.5EC)
- Entrepreneurial Leadership and Responsible Organizational Design (5EC)
- Business Valuation & Corporate Governance (5EC)

The four electives can be chosen from the offering in the seven available specialisation tracks. In order to receive the degree certificate and diploma supplement mentioning one of the specialisation tracks, at least three electives from the track have to be chosen. The fourth elective may be also from the specialisation track, or a free course.

Electives and specialisation tracks

Students have to choose specialisation tracks. Each specialisation track consists of at least three and up to four track-elective courses. The seven specialisation tracks are: Digital Business and Analytics (DBA); Entrepreneurship, Innovation and Strategy (EIS); Financial Management (FIN); Human Resource Management (HRM); International Management and Consultancy (IMC); Purchasing and Supply Management (PSM); and Strategic Marketing and Servitisation (SMS). Each track has academic staff that is research-wise and teaching-wise expert in the field of the track.

For details of the *MSc BA* study programme, please see: www.utwente.nl/ba/master/studyprogramme.

2.5 Context and developments

2.5.1 Context

The Dutch cluster of “Business and Economics” programmes has decided to relate their programmes to international frameworks and not to update their Dutch domain specific reference framework (2011).

For the undergraduate programmes the EQUAL framework will be used.

2.5.2 Developments

Related to the increasing importance of sustainability, corporate responsibility and ethics in global business the faculty BMS has become a member of the UN-PRME initiative and related network. A “responsible management” theme in the programme is under development.

To strengthen the Entrepreneurship characteristics of our programme also an entrepreneurship theme in will be developed for the programme.

The International management line of the programme will be updated to a broader internationalization theme for the programme.

As a consequence the ILOs are updated per 2018-2019 to include these themes.

The use of ICT to support learning is stimulated. Micro-lectures are used to in the research methods line and part of the implementation of a flipping the class room concept.

3 Framework for assessment

The following assessment framework specifies the definition, purpose and principles of assessment and is a fundament for a quality assurance framework for assessment of student learning.

3.1 Assessment definition and purpose

Assessment is defined¹⁴ as (BMS Education and Exam Regulations (EER) 2018-2019):

Assessment is a systematic process for fostering, evaluating and certifying student learning. The process includes the design, development and implementation of assessment tasks, and the judgement and reporting of student learning performance and student's achievement of specified learning outcomes.

The purpose of assessment according to this definition is fourfold:

1. Assessment is mainly **to facilitate** learning and
2. **certify** the achievement of specified **learning** outcomes
(course/module's learning objectives, programme Intended Learning outcomes).
3. Besides this assessment information **supports educational quality** by giving insight in effectiveness of the teaching process and consequently facilitating continuous improvement.
4. Furthermore, assessment information is important in **accountability** to the University, accrediting bodies, employers and the wider community.

3.2 Assessment principles¹⁵

The (I)BA programmes are committed to the provision of a set of assessment tasks and feedback that guide and enhance student learning and provide credible information on student's achievement.

Furthermore the assessment plan, the set of all assessments in the programme, is designed to support a coherent, consistent and challenging learning environment which stimulates the development of complex competences and prepare the students for future learning.

The following principles are the core concepts for the assessment policy and will be applied on the assessment plan as a whole as well as to all included assessment tasks (summative as well as formative):

Principle 1: Assessment is designed to guide and enhance student learning and student's professional development.

Assessment directs student learning processes. It is important that assessment is aligned with the learning objectives and the teaching and learning activities.

¹⁴ Based on [UNSW Assessment 2020](#) and [UNSW Assessment policy](#)

¹⁵ Based on [UNSW Assessment policy](#)

Principle 2: Assessment is of undoubted quality, “fit-for-purpose” and provides all students a truthful opportunity to demonstrate their learning achievements

Validity ensures that assessment tasks and associated criteria effectively measure student attainment of the intended learning outcomes at the appropriate level.

There is a need for assessment to be **reliable** and this requires clear and consistent processes for the setting, marking, grading and moderation of assignments.

As far as is possible without compromising academic standards, **inclusive and equitable** assessment should ensure that tasks and procedures do not disadvantage any group or individual. A variety in assessment tasks is important to offer all students opportunities to demonstrate their learning.

Assessment is **fair, manageable and efficient**. The scheduling of assignments and the amount of assessed work required should provide a reliable and valid profile of achievement without overloading staff or students.

All those involved in the assessment of students must be **competent** to undertake their roles and responsibilities.

Feedback informs students about their current level of achievement and supports future learning. Feedback should accompany assessment tasks in a format suitable for the assessment task.

Principle 3: Assessment develops students’ abilities to evaluate their own and peer’s work

By engagement with the assessment process, peer- and self-assessment, students are stimulated and trained to take responsibility for their learning.

Principle 4: Students are provided with feedback on the progress of their learning and development.

Feedback informs the students about their current level of achievement and supports and direct future learning. Feedback should accompany assessment tasks.

Principle 5: Assessment provides credible information on student achievement

The assessment provides trustworthy information to confidently judge student performance.

Administrative processes assure the security, equity and integrity of assessment and results.

3.3 Principles for the (I)BA assessment plan ((I)BA assessment programme)

Besides the above core principles for assessment the main principle for the assessment plan is:

Principle 6: Student learning is assessed against learning outcomes and expected performance

Assessment tasks are designed so that student learning is directed to the programme's intended learning outcomes.

Learning, teaching and assessment tasks are organized per unit of study. The assessment plan shows how the unit of study's learning objectives all together guarantee the achievement of the programme's intended learning outcomes. Judgements about student learning are made by reference to both unit of study's learning objectives and performance levels.

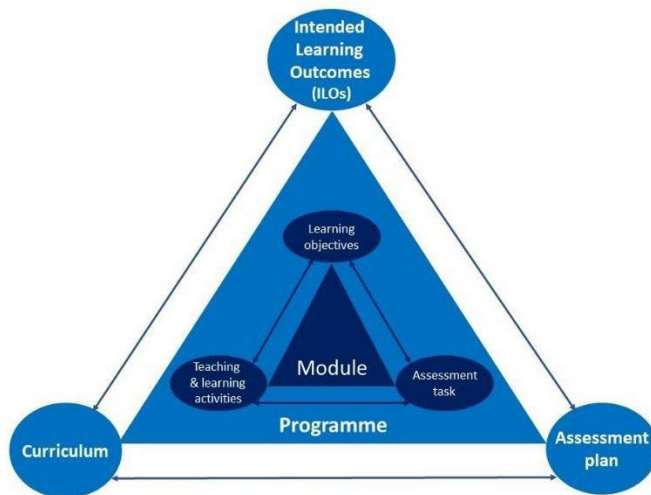


Figure 5: constructive alignment of learning, teaching and assessment (Biggs, 1999) applied to the programme level and study unit of study level.

This two level constructive alignment and the targeted level is described in the next two principles for the assessment plan:

Principle 7: Assessment is an integral part of the (I)BA programmes and by assessment tasks aligned with the teaching and learning activities and their learning objectives as specified in the (I)BA assessment plan.

Principle 8: The (I)BA assessment plan is cohesive and balanced and specifies how learning objectives and assessments in the mandatory part of the curriculum guarantee that each graduate masters the IBA ILOs at the targeted level ¹⁶.

To guarantee that in the project-based education (TOM) in BSc IBA and in group work in MSc BA all individual students master all intended learning outcomes individual grading of assignment tasks for each learning goal of units of study need to be organized. Besides this a minimum percentage of individual graded assessment tasks is prescribed.

Argumentation for decisions and choices are important. To stimulate the development of related competences and monitoring the progress the use of multiple-choice questions in test will decrease in later units of study of the programme.

¹⁶ [Proposal for the Definition of Course Levels, LEVELS Task Force – SIUE \(Southern Illinois University Edwardsville\)](#)

Principle 9: At least 50% of the final grade of a unit of study is based on individual assessments.

Principle 10: Formative assessment is integrated in all units of study at least related to the project and intermediate results of the project.

Principle 11: A variety of assessments methods is used to support inclusiveness.

Principle 12: The use of multiple-choice tests is reduced towards the end of the programme.

From the 2nd year onwards all written tests include open questions

The principles for the design and organization of assessment tasks are specified in the summary of this document.

3.4 Context and Development

Developments are mainly related to the increased use of digital assessment. Besides this the use of formative assessment is stimulated and best practices in project grading are discussed in the module coordinators meetings and track coordinator meetings.

3.4.1 Alignment of ILOs with the Meijers criteria¹⁷

UpThe intended learning outcomes are specified on the basis of standards for universities of technology in the Netherlands approved by NVAO: the Meijers criteria.

Table 3.1 provides insight in the mapping of the intended learning outcomes of **BSc International Business Administration** to the intended learning outcomes specified by the Meijers criteria. The table shows there is full coverage of the requirements from the Meijers criteria by the intended learning outcomes of the programme. Because the Meijers criteria include the Dublin descriptors as criteria, these are also covered by the intended learning outcomes of the programme.

<i>BSc IBA Intended Learning Outcomes 2023-2024</i>		<i>Meijers criteria</i>						
		1	2	3	4	5	6	7
Research	1.1	√	√		√	√		
	1.2	√	√		√	√		
	1.3	√	√		√	√		
	1.4	√	√		√	√		
Design	2.1	√		√	√	√	√	√
	2.2	√	√	√	√	√		√
	2.3	√	√	√	√	√		
Organise	3.1			√		√	√	√
	3.2	√	√		√	√	√	√
	3.3	√		√	√			√
	3.4	√	√	√	√	√	√	√

Table 3.1: The IBA ILOs related to the Meijers criteria

¹⁷ Meijers, A. W. M., Borghuis, V. A. J., Mutsaers, E. J. P. J., Overveld, van, C. W. A. M., & Perrenet, J. C. (2005). Criteria voor academische bachelor en master curricula = Criteria for academic bachelor's and master's curricula. (2e, gew. dr. redactie) Eindhoven: Technische Universiteit Eindhoven. <https://pure.tue.nl/ws/portalfiles/portal/2008910> (accessed 12 January 2024)

Table 3.2 provides insight in the mapping of the intended learning outcomes of *MSc Business Administration* to the intended learning outcomes specified by the Meijers criteria. The table shows there is full coverage of the requirements from the Meijers criteria by the intended learning outcomes of the programme. Because the Meijers criteria include the Dublin descriptors as criteria, these are also covered by the intended learning outcomes of the programme.

<i>MSc BA Intended Learning Outcomes 2023-2024</i>		<i>Meijers criteria</i>						
		1	2	3	4	5	6	7
Research	1.1		√		√			
	1.2	√	√		√	√		
	1.3	√	√		√	√		
	1.4	√	√		√	√		√
Design	2.1	√	√	√	√	√		√
	2.2	√	√	√	√	√		√
	2.3	√	√	√	√	√		
	2.4	√	√	√	√		√	
Organise	3.1		√	√	√	√	√	√
	3.2			√	√		√	√
	3.3	√	√	√	√	√	√	√
	3.4	√					√	√

Table 3.2: alignment of *MSc BA* ILO's with Meijers criteria

4 Quality of Assessment

We distinguish between responsibility for organizing and implementing quality of learning, teaching and assessment and the safeguarding of assessment quality.

At the programme level the examination board is responsible for the safeguarding of the assessment quality and the programme management is responsible for organizing quality of learning, teaching and assessment. Part of the programme management responsibility for organizing quality is also related to safeguarding and is mainly implemented by the Plan-Do-Check -Act approach for continuous improvement at different levels.

In taking care of the quality the programme management will set up rules, regulations and procedures. Part of the rules are shared by programmes at faculty or institutional level.

Within the programme we distinguish in the assessment quality framework:

- Plan-Do-Check -Act approach for continuous improvement
- Quality assurance at:
 - Programme level
 - Unit of study and learning path level
 - Assessment task level
- Quality of Assessment organisation
- Assessment competences of examiners

This assessment policy implements the quality assurance at the programme level and describes the policy.

The safeguarding policy of the examination board is discussed in paragraph 4.5.

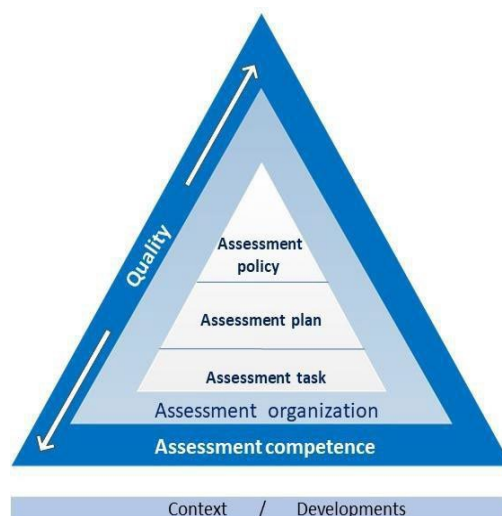


Figure 6: Assessment Quality Pyramid based on (Sluijsmans et. al, 2012)

4.1 Quality of assessment frameworks

4.1.1 UT and BMS level quality of assessment framework

At the UT level a framework for the quality of assessment of student learning is available. This framework includes guidelines for the programme level assessment policies.

The University also introduced quality contracts for programmes similar to the “prestatieafspraken” between Dutch universities and the Dutch government.

An updated version of the BMS assessment framework is under construction¹⁸.

4.1.2 Support in organization and the development of assessment quality

The Centre of Excellence in Learning and Teaching offers courses for teachers to improve the quality of their teaching and also offers a toolbox for designing, administering and evaluating assessments .

Website CELT on Testing & Assessment at UT to support examiners: www.utwente.nl/en/examination/

4.2 PDCA: continuous improvement

PDCA at all levels and consistently mutual related and combined with clear responsibilities is an important approach in continuous improvement of quality. In the UT framework for the quality of assessment of student learning is the PDCA approaches at the different levels are related and the responsibilities specified.

¹⁸ BMS Policy Plan on (Quality Assurance of) Assessment (Sept. 2019 - Sept. 2024)

In the (I)BA programmes a yearly programme improvement plan (PIP) is set-up which includes all aspects of teaching, learning and assessment. The results of surveys (NSE, standard surveys of modules, minutes of panel meetings) as well as the information in module / course improvement plans (MIPs/CIPs) are used. All units of study set up a yearly module / course improvement plan and deliver it to and discuss it with the programme management.

The Programme Improvement Plan is discussed yearly with the Programme Committee together with the results of the surveys and the module /course improvement plans.

4.3 Assessment quality at programme level

The 4 aspects of quality described in this assessment policy

1. Assurance of learning
2. Quality of assessment tasks (*control at programme level and implementation at assessment task level*)
3. Quality and level of theses
4. Examiner competences and

The organization of written tests and the administration of grades in the student information system is mainly implanted at the UT level.

4.3.1 Assurance of learning

The programme director is responsible for a curriculum design that guarantees that each graduate masters the programme intended learning objectives (ILOs) at the aimed level. The (I)BA programme assessment plan specifies how achieving the module's/course's learning goals contributes to mastering the ILOs.

The (I)BA Intended Learning Objectives (ILOs) are described in the Educational and Exam Regulations (EER). Table 4.1 hereafter shows a summary of the (I)BA assessment programme ((I)BA programme assessment plan) which indicates how the mandatory units of study contribute to obtaining the ILOs. In the (I)BA Assessment Plan 2023-2024 a detailed version of the BSc IBA module and BA course assessment plans are to be found.

BSc IBA modules				Programme Intended Learning Outcomes												Areas			Learning Out			Principal Themes			Assessment of Intended Learning Outcomes							
				Research				Design				Organise													Individual							
Module code	Module name	Level	EC	1.1	1.2	1.3	1.4	2.1	2.2	2.3	3.1	3.2	3.3	3.4	T, O, P, OP, F, L, M, E	ABS, RMT	INT, ENT, RM	MC	OQ	CE	OE	IA	IP	GA	GP							
2020000550 M1 TOP	Technology, Organisation and People	1,2	15	✓	✓	✓	✓	✓	✓	✓		✓	✓	✓	✓	✓	✓	✓	✓	✓				✓	✓	✓						
2020000562 M2 BOM	Business Operations Management	1,2	15	✓	✓	✓	✓	✓	✓	✓		✓		✓					✓	✓				✓	✓							
2020000564 M3 FAS	Finance, Accounting, and Information Systems	1,2	15	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓			✓	✓				✓	✓						
2020000568 M4 HOLI	Human Resources, Organisational Behaviour, Law & Information Management	2	15	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓							✓	✓							
2020000569 M5 SME	Strategy, Marketing, and Economics	2,3	15	✓	✓	✓	✓	✓	✓	✓		✓		✓					✓	✓				✓	✓							
2020000564 M6	Innovation & Entrepreneurship	2,3	15	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓			✓	✓				✓	✓						
2020000574 M11 CHANGEL	Change Management & Leadership, Corporate Governance, Business Ethics, and Strategic & Responsible Foresight	2,3,4	12	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		✓	✓					✓	✓						
	Research Proposal Bachelor Thesis	4	3	✓	✓			✓	✓	✓	✓	✓	✓	✓	✓	✓	✓							✓	✓							
2020000578 M12 Thesis	Bachelor Thesis IBA	4	12	✓	x	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓							✓	✓							
	Business & Career Skills	2	3	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓						✓	✓	✓	✓						

Table 4.1 Summary of the IBA assessment programme for mandatory IBA modules

Legend Assessment Formats and Levels of Achievement of ILOs:

Legend assessment formats:

Assessment Methods		
	Code	Full name
Individual tests	MC	Multiple Choice Exam
	OQ	Open Question Exam
	CE	Combined Exam (MC&OQ)
	OE	Oral Exam
	IA	Individual Assignment
	IP	Individual Presentation
Group tests	GA	Group Assignment
	GP	Group Presentation

Legend levels of achievement of ILOs:

Levels	Description
Level 100	Elementary introduction to terms, concepts, techniques and ways of thinking within the discipline, typically in the context of a relatively broad survey of topics.
	Focus on basic information and understanding basis connections among facts and concepts.
	The module is characterized by relatively many support (teacher/tutor, tutorials).
	The teacher provides the learning materials.
Level 200	Introduction module to terms and concepts within the discipline within a more narrowly defined topic.
	In the module it's expected that students study independently (support on request).
Level 300	The teacher and students provide the learning materials.
	In-depth familiarity with basic terms, concepts, techniques and approaches of the discipline.
	Course for advanced students.
	Prior knowledge is expected.
Level 400	Independent studying is expected.
	The used study materials are not necessarily written especially for teaching.
	Development and analysis of the most current terms, concepts, techniques and approaches shaping the discipline.
	Specialised module in which mainly actual scientific articles are used.
Level 500	Independent studying is expected.
	A component at this level may to some extent also be part of a master's programme.
	Module with an academic orientation, entrance requirements at master's level.
	Advanced professional literature meant for researchers is used.
Level 600	Independent studying is expected.
	Increased focus on student becoming a practitioner of the discipline rather than primarily a learner of that discipline.
Level 600	Highly specialised course.
	Conducting a self employed, original research (thesis) for a yet unsolved problem.

MSc BA Courses			Final Qualification											
Course code	Course name	EC	Research				Design				Organise			
			1.1	1.2	1.3	1.4	2.1	2.2	2.3	2.4	3.1	3.2	3.3	3.4
201600002	Entrepreneurial Leadership & Responsible Organizational Design	5	v	v	v	v	v	v	v	v	v	v	v	v
201800089	Business Valuation & Corporate Governance	5	v	v	v	v	v	v	v	v	v	v	v	v
202001446	Qualitative Research and Business Skills	2.5	v	v	v	v	v		v		v	v	v	v
202001447	Quantitative and Design Methods in Business Research	2.5	v	v	v	v	v	v			v	v	v	v
201500101	Master Thesis BA part 1	10	v	v		v					v			
201500102	Master Thesis BA part 2	15		v	v	v	v	v			v	v	v	v

Table 4.2 Summary of MSc BA assessment plan of the obligatory courses

In the assessment programme we distinguish between formative and summative assessment as well as between individual and group assessment. Formative assessment is regarded as an important instrument to stimulate student learning (assessment *for* learning). Summative assessment (assessment *of* learning) is important in certifying and accountability and by the first of these two stimulates student learning in a variety of ways also including stimulating student's extrinsic motivation.

In project-based education the group work is important and prepares students for a career in which complex problems and multidisciplinary challenges need teamwork.

4.3.2 Rules, regulations and procedures

To support the quality of learning, teaching and assessment rules, regulations and procedures are available at the programme, module/course and assessment task level

At programme level:

- Learning goals of modules need to be described according to the bloom levels
- In all units of study at least 50% of the grade need to be based on individual assessment
- Written tests and assignments need to be peer reviewed before use
- A yearly programme Improvement plan also includes the aspects of quality improvement of assessment (see Appendix H)

4.4 Assessment quality at unit of study level

- Learning goals need to be available and formulated based on Blooms taxonomy. Information on this is available in the testing and assessment toolbox of CELT.
- Procedures for quality of assessment are integrated in PDCA procedures for the quality of learning, teaching and assessment at the module level (The yearly Module / Course Improvement Plan; standard survey and panel meeting).
- For safeguarding procedures regular assessment screening for all assessments of a unit of study are organized in cooperation with the examination board and educationalists of CELT.

4.4.1 Quality of assessment tasks

A well implemented assessment cycle for written tests as well as assignments (see [toolbox of CELT on design of tests](#); the assessment cycle):

- An assessment specification as well as a grading framework (criteria, rubric) need to be available. For projects a rubric as grading framework is preferred and regulations for the individual contribution need to be specified at the start of the module (For rubrics of Thesis assessments see Appendix I, J, K).
- Cover page for written tests is available at the website of the examination board. Preferably the cover page is send to the students a few days before the test.
- An analyses of test results is required.
 - In case less than 50% of the students passed a written test the results need to be discussed with (I)BA programme management before publication of the results. The same holds in case for a written test more than 90% of the students passed.

4.5 Safeguarding of Assessment Quality

The examination board Management Sciences (hereafter: examination board) is responsible for the safeguarding of assessment in the (I)BA programmes.

4.5.1 Examination Board

The board is independently appointed by the dean. The examination board exercises oversight on the implementation of the Education and Examination Regulation (EER) of University of Twente and Faculty BMS—including the programme-specific regulations. The examination board also specifies its own Rules & Guidelines (R&G) concerning the organization of assessments.

The examination board has a chair, three members, and a registrar.¹⁹ The examination board receives

¹⁹ The chair is member of a “chamber of chairs” for coordination and consultation at the faculty level.

support from an assessment screening expert and University of Twente's Centre for Expertise in Learning and Teaching (CELT).

The safeguarding procedure, including the scheme of meetings and topics to be discussed by examination board and programme management is described in the policy document "Safeguarding Assessment Quality" (2017) of the examination board. Broadly speaking, the Examination Board and programme management discuss:

- The *EER and R&G*. Formal aspects of the EER and R&G for the prospective academic year are discussed on a yearly basis with programme management.
- *Strategic issues concerning test quality* (scheduled meetings, roughly two times a year). These concern the programme assessment plan, including: (a) the fit of intended learning outcomes with the programme, learning lines, and module structure; (b) assessment procedure of theses; (c) the test matrix; (d) quality of tests at the unit of study and component level; (e) assignment of examiners; (f) monitoring and oversight over the organization of assessments in the programme.
- *Operational affairs* (frequently and on an ad-hoc basis) covering practical issues that require consultation with, or approval from, the examination board—most often concerning the application of regulations of the EER and R&G for individual or groups of students.

The Examination Board reports yearly to the dean about their activities and the results of safeguarding.

5 Evaluation policy

This assessment policy will be evaluated during academic year 2023-2024 and renewed per the academic year 2024-2025 based on the inputs from the evaluation and inputs gathered during the years 2019, 2020, 2021, 2022, 2023, 2024. The renewal of the assessment policy can be done earlier if major changes in the programme(s) make it necessary to do so.

6 Links & References

6.1 Links to rules, regulations and procedures

Education and Exam Regulations (EER) BMS:	www.utwente.nl/en/bms/education/regulations/
IBA programme specific part to EER:	https://www.utwente.nl/en/bms/education/regulations/2023-2024-eng/EER%20and%20PSP%20bachelor%202023-2024/psp-bsc-iba-2023-2024-join-bms-eer-3.pdf
BA programme specific part to EER:	https://www.utwente.nl/en/bms/education/regulations/2023-2024-eng/EER%20and%20PSP%20master%202023-2024/psp-msc-ba-2023-2024-join-bms-eer-5.pdf
Rules & Guidelines of Examination Board:	https://www.utwente.nl/en/bms/examboard/General%20Information/Rules%20and%20Guidelines%20Examination%20boards%20BMS/
Regulations on Fraud:	www.utwente.nl/en/bms/examboard/fraud/
Examination Board BMS:	www.utwente.nl/en/bms/examboard/
Quality assurance education BMS	www.utwente.nl/en/bms/education/quality-assurance/

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6.3 Assessment policy examples

EPA assessment policy (private communication)

EEMCS assessment policy 2018-2021 (private communication)

Kader Toetsbeleid Universiteit van Amsterdam

6.4 Links

[Quality assurance education BMS](#)

- [Quality assurance information \(improvement actions and student opinions\) BSc IBA](#)
- [Quality assurance information \(improvement actions and student opinions\) MSc BA](#)

[Website of Examination boards BMS for examiners](#) (includes BSc IBA and MSc BA overview of examiners)

Website CELT on Testing & Assessment at UT to support examiners: www.utwente.nl/en/examination/

Assessment 2020: seven propositions for assessment reform in higher education

www.uts.edu.au/sites/default/files/Assessment-2020_propositions_final.pdf

Gibbs, G. , The assessment of group work: lessons from the literature (2009)

<http://citeseerx.ist.psu.edu/viewdoc/download?doi=10.1.1.422.8600&rep=rep1&type=pdf>

UT Framework for student assessment, December 2016:

www.utwente.nl/en/examination-board/safeguarding/ut/quality-assurance-framework-student-assessment-ut.pdf

Appendix A: BSc IBA Intended Learning Outcomes (ILOs) 2023-2024

The intended learning outcomes of the programme are described in accordance with the research-design-organise roles.

1. **RESEARCH:** Upon completion of the IBA programme, a graduate is competent in systematically answering descriptive and explanatory questions within a defined set of [areas](#) in the context of international business.

The graduate is able to:

- 1.1 formulate relevant international business-oriented problem statements and research questions
- 1.2 use and apply business concepts, models, and theories within the areas, to build a clear theoretical framework and appropriate research design
- 1.3 collect and analyse qualitative and/or quantitative data and interpret findings related to the research question/problem statement
- 1.4 critically evaluate and report findings, and formulate recommendations for future research

2. **DESIGN:** Upon completion of the IBA programme, a graduate is capable of selecting and designing solutions to international business problems and challenges.

The graduate is able to:

- 2.1 analyse, individually and as a member of a team while using intercultural skills, an international business problem and to formulate solution-oriented goals
- 2.2 design solutions for business problems demonstrating entrepreneurial competence in theory-based practice
- 2.3 evaluate designs, select between alternatives and plan the implementation process

3. **ORGANISE:** Upon completion of the IBA programme, a graduate is equipped with managerial and organisational skills in High Tech Human Touch (HTHT) business contexts and with international experience.

The graduate is able to:

- 3.1 organise and manage in an HTHT business context, using professional skills (e.g., communication, project management, teamwork, intercultural awareness), demonstrating an entrepreneurial attitude and entrepreneurial behaviour
- 3.2 reflect on organisational performance including responsible, sustainable and ethical aspects of business, while demonstrating intercultural competence
- 3.3 independently identify and develop new competencies for life-long professional development
- 3.4 apply critical thinking in various situations, e.g. research, design and organise

Areas, learning lines and themes

Studying the IBA programme will broadly equip students for a career in today's globalised corporate world. The programme incorporates the following **areas**:

- **Technology** - the development, management and exploitation of technologies at local, national and international levels and their impact on the strategy, behaviour and management of organisations;
- **Organisation** - the internal aspects, functions and processes of organisations together with the individual and corporate behaviours and cultures which exist within and between organisations and their influence upon the external environment;
- **People** - the management and development of people within organisations, theories and practice of leadership and the development of multicultural and diversity understanding;
- **Operations** - the management of resources and operations;
- **Finance** - the sources, uses and management of finance; the use of accounting and other information systems for managerial applications;
- **Law** - the impact of national and international regulation on the strategy, behaviour and management of organisations;
- **Markets** - the development and operations of markets for resources, goods and services including appropriate policies and strategies within a changing environment to meet stakeholder interests;
- **Economics** - the behaviours and interactions of economic agents in particular the allocation of scarce resources and responding to incentives.

The IBA programme has three principal **themes** and two **learning lines** integrated into the programme.

The principal themes are:

- **Internationalisation** - we strengthen our students' internationalisation competencies by providing them with knowledge about the international business context, intercultural skills and inclusive attitudes fitting the international classroom, and opportunities for international experience and mobility.
- **Enterprising Skills** - we strengthen our students' enterprising competencies by providing them with knowledge about entrepreneurship, innovation, and business development; enterprising skills and attitudes, and opportunities for interaction and engagement with business.
- **Responsible Management** – we strengthen our students' responsible management competencies by providing them with: knowledge about ethics, responsibility and sustainability; skills and attitudes to responsibly navigate contradictory values; and opportunities for contributing to solving social issues.

The **learning lines** are:

- **Research Methods**
- **Academic and Business skills**

Appendix C: Assessment Checklist BSc IBA for module coordinators

- At least 50% of module grade needs to be based on individual assessment
- Multiple choice tests are only allowed in 1st year. Preferably written tests also include open questions.
- The module coordinator is responsible for the grading and the administration of grades.
- Programme management approves assessment schemes at least 2 weeks before start and changes during the module need permission of programme management and examination board

Rules and regulations of importance:

- [Education and exam regulation \(EER\)+ programme specific appendix](#)
- [Rules & Guidelines of Exam Board](#)
- Programme rules specified in this document:
 - 4 eye principle

What needs to be available and when:

<ul style="list-style-type: none"> • <u>Learning goals</u> of module are specified in OSIRIS and based on Bloom levels (active verbs) 	
<ul style="list-style-type: none"> <ul style="list-style-type: none"> ▪ Changes in learning goals need to be agreed on with programme management (advice of programme committee). Take care of consistency with IBA programme assessment plan 	<u>changes before 1 May</u>
<ul style="list-style-type: none"> • An <u>assessment scheme</u> specifying how, by which assessments, the learning goals are assessed and what the weights of the assessment tasks and the conditions are in the calculation of the module grade. 	
<ul style="list-style-type: none"> <ul style="list-style-type: none"> ▪ this assessment scheme also needs to be presented in the module syllabus 	4 weeks before start of module
<ul style="list-style-type: none"> • <u>A module assessment plan</u>, as part of the IBA programme assessment plan, that relates learning goals of module to IBA programme ILOs 	<u>As stable as possible</u>

Appendix D: Terminology

The bold terms are terms in the assessment policy not defined in BMS EER 2018-2019. A proposal for definitions is given hereafter:

Definitions	
Assessment	<i>Assessment is a systematic process for fostering, evaluating and certifying student learning. The process includes the design, development and implementation of assessment tasks, and the judgement and reporting of student learning performance and student's achievement of specified learning outcomes.</i>
Assessment criteria	<i>For an assessment task, the assessment criteria describe the specific elements of the student's performance in the task that align to the learning objectives and specify how achievement of the learning objectives and the level of achievement will be demonstrated.</i>
Assessment task	<i>An assessment task refers to a specific activity relating to any method of assessment that requires students to demonstrate their learning towards learning objectives.</i>
Examination	An evaluation, performed to conclude a study unit, of the student's knowledge, understanding and skills as well as an assessment of the outcomes of that evaluation (Article 7.10 WHW); an examination may consist of a number of tests. (EER 2024-2025)
Final degree audit	A degree programme is concluded with a final degree audit. If the study units in the degree programme have been completed successfully, then the final degree audit will be deemed to have been completed. The Examination Board may require a supplementary examination. (EER 2017-2018)
Learning outcomes (not in BMS EER)	<i>Learning outcomes describe the knowledge, skills and capabilities that students are expected to develop during a course/module or programme.</i> <i>In case of a programme learning outcomes are called Intended learning outcomes (ILO's) or final attainment targets. For a course/module we use the term learning objectives (OSIRIS: learning goals). Learning objectives are expected to be measurable and specific.</i>
Repair	<i>For written tests a repair is an extra opportunity to redo a failed test or failed test component and is conditionally open for participation to an individual student or a specific group of students. Repairs are either specified in the programme-specific annex of the EER or assigned to students by the examination board based on requests. Besides repairs can be agreed on by programme management and examination board because of situational circumstances related to a test or resit.</i> <i>For tests with a test format different from written test a repair opportunity also can be offered based on its specifications (including conditions) in the module syllabus (module assessment scheme).</i>

Resit (not in BMS EER)	<i>A scheduled opportunity to redo a test within the module (or same academic year) open for participation to all students and offered as opportunity for missing the original test (component) because of (personal) circumstances or choice as well as opportunity to improve previous performance.</i>
Test: = <i>assessment task</i>	An evaluation of the student's knowledge, understanding and skills as well as an assessment of the outcomes of that evaluation. A test is part of an examination. If the examination for a study unit consists of a single test then the result of that test will count as the result of the examination. A test can consist of subtests. (EER 2024-2025)
Test result	A result that is part of the final result for a study unit. (EER 2017-2018)
Test schedule (Previously called <i>testplan</i>)	A schedule showing the method of assessment for a study unit (EER 2017-2018)

Appendix E: Abbreviations

BMS	(<i>School of</i>) Behavioural, Management and Social Sciences
EB	Examination Board
EB-MS	Examination Board Management Sciences
EER	Education and Exam Regulations
IBA	International Business Administration
ILO	Intended Learning Outcome
MIP	Module Improvement Plan
PC (Dutch OLC)	Programme Committee
PD	Programme Director
PDCA	Plan-Do-Check-Act
PIP	Programme Improvement Plan
R&G	Rules and Guidelines of the Examination Board
UT	University of Twente

Appendix F: MSc BA Intended Learning Outcomes (ILOs) 2019-2020

The intended learning outcomes of the programme are aligned with the research-design-organise roles.

<p>1. RESEARCH: The UT MSc BA graduate is competent in business research, as the graduate is able to deal with research issues based on an analytical and conceptual approach to contribute to the existing body of knowledge and to create new knowledge in High Tech Human Touch (HTHT) (international) business contexts, given a defined set of sub-disciplines.</p> <p>The graduate is able to:</p> <ul style="list-style-type: none"> 1.1 formulate problem statements to develop relevant and rigorous research questions within a specialisation-specific international HTHT context 1.2 critically reflect on business concepts, models, and theories to build a rigorous theoretical framework and an appropriate research design, within a specialisation-specific international HTHT context 1.3 collect and analyse qualitative and quantitative data and interpret findings related to the research question 1.4 critically evaluate findings to formulate contributions to theory, and recommendations for future research and practice, within a specialisation-specific international HTHT context
<p>2. DESIGN: The UT MSc BA graduate is competent in business design, as the graduate is able to independently apply a design cycle to create innovative and research-based solutions to business problems in (international) HTHT business contexts.</p> <p>The graduate is able to:</p> <ul style="list-style-type: none"> 2.1 analyse a business problem in its international context using theories to identify criteria and constraints for the solution space 2.2 design rigorous solutions for global business problems, demonstrating entrepreneurial competence within theory-based practice 2.3 critically evaluate alternative solutions and their implementation 2.4 advise on and design an implementation plan
<p>3. ORGANISE: The UT MSc BA graduate is competent in organising, managing and taking a leading role in change processes in global HTHT business contexts, using entrepreneurial business skills.</p> <p>The graduate is able to:</p> <ul style="list-style-type: none"> 3.1 organise and manage in an international HTHT business context, using academic and professional skills (e.g., communication, project management, teamwork, self-management, organisational sensitivity skills) 3.2 create value for business based on academic competence 3.3 critically reflect on organisational performance including responsible, sustainable and ethical aspects of business 3.4 Identify and develop new competencies for lifelong professional development appropriate to senior management (advisory) or research positions

During the educational programme, the students work with and build knowledge in the programme's Business Administration sub-disciplines: Digital Business & Analytics; Entrepreneurship, Innovation & Strategy; Financial Management; Human Resource Management; International Management & Consultancy; Purchasing and Supply Management; as well as Strategic Marketing & Servitisation.

Appendix H: Format Module / Course Improvement Plan²⁶

Course Improvement Plan MSc BA for 2023-2024

Course name: Click or tap here to enter text.

Course code: Click or tap here to enter text.

Course coordinator: Click or tap here to enter text.

Course team members: Click or tap here to enter text.

Indicators partly from student evaluative questionnaire (SEQ):

Indicator from SEQ	Mark
Feedback received from teachers (score on Q3.3)	Click or tap here to enter text. (out of 5)
Opportunities for interaction (score on Q3.5)	Click or tap here to enter text. (out of 5)
Overall mark (score on Q5.1)	Click or tap here to enter text.
Count of response/ response rate (in title box)	Click or tap here to enter text.
Number of students overall	Click or tap here to enter text.
Percentage of students that passed course	Click or tap here to enter text.
Average grade of students	Click or tap here to enter text.
Standard deviation of grades	Click or tap here to enter text.

Note: This report forms part of the annual improvement plan of the course. By analysing the data from the SEQ and course results, together with general feedback and available resources received throughout the course, please complete the sections below taking care to address any issues highlighted in the data (mean value lower than 3.5) or highlighting any events that may have impacted the course. Please ensure that the views of all course team members are represented.

General overview & reflection

Success:

Areas for Improvements:

How will you address the signals highlighted in the SEQ (mean value lower than 3.5)?

What is the **text about course improvements you want to publish** on the [quality assurance website](#) (bullet list of planned actions and improvements).

Actions and improvements planned for 2024-2025 (3-4 bullet points recommended)

-
-
-

Note: Please use the points from Actions and improvements above during the introduction of the following year's course to give students an overview of what has been evaluated and what has changed. This forms part of the study unit PDCA cycle of continuous development and improvement.

Evaluation of previous year's actions and improvements

Action point	Evaluation

²⁶ Module improvement plan BSc IBA is similar ("module" replaces "course" and references are IBA related)

Appendix I: BSc IBA Thesis Assessment Rubrics

Reference only: examiners receive the official version via BOZ

Student name:

Student number:

Assessment Criteria	≤ 5	6	7	8	9	10
Research question	Unclear	Broad	Clear and specific	Clear, specific and well-defined	Clear, specific, well-defined and original	Excellent and innovative
Literature review & Theoretical framework	Almost no link with the scientific literature	Limited explanation of the scientific literature	Adequate explanation of the scientific literature; use of a loose conceptual framework	Well-explained and somewhat critical description of the literature; use of a clear conceptual framework	Critical evaluation of the literature; use of a very clear conceptual framework	Excellent; Profound and critical evaluation of the literature leading to a very clear conceptual framework
Research method / design	Disorganised; not based on the scientific literature	Limited explanation; vaguely justified using the scientific literature	Adequate explanation; appropriately justified using the scientific literature	Well-explained and well-justified using the scientific literature	Profound and critical explanation and evaluation of the research method	Excellent; original & innovative method.
Data collection & analysis / Validation of the design	Inadequately described; unclear analysis	Rather limited explanation; clear analysis	Adequate explanation; clear analysis	Well-explained; very clear analysis and validation	Profound demonstration of data collection and analysis; very clear validation	Excellent; application of latest, broad and in-depth analytical techniques, and validation
Conclusions & recommendations / Contribution to theory	Vague	Clear but not based on the reported findings	Conclusions based on the reported findings; appropriate recommendations for future research	Conclusions firmly based on the reported findings; valuable recommendations for future research	Profound conclusions; original recommendations for future research	Excellent; original and innovative contribution to the existing knowledge on the subject
Conclusions & recommendations / Contribution to practice	Vague	Clear but not based on the reported findings	Conclusions based on the reported findings; appropriate recommendations for practice, practical implications	Conclusions firmly based on the reported findings; valuable recommendations for practice, practical implications	Profound conclusions; original recommendations for practice, practical implications	Excellent; original and innovative recommendations for practice, practical implications

	≤ 5	6	7	8	9	10				
Writing structure & style	Poor; illogical structure	Clear and consistent	Clear and consistent; adequately expressed	Clear and consistent; well-expressed; appropriately argued	Very clear and consistent structure; strong arguments	Excellent; enthuses and engages the reader				
Independence & professional skills	Dependent on supervisors; poor demonstration of timely & well-prepared communication & other skills	Not so independent; satisfactory demonstration of skills	Semi-independent; good demonstration of skills	Rather independent; very good demonstration of skills	Very independent; superior demonstration of skills	Excellent; superior demonstration of skills, and helped others perform better in their project				
Oral presentation & defence	Scrappy presentation; ambiguous answers	Satisfactory	Good	Very good; clear demonstration of engagement with the subject	Very good; superior demonstration of engagement with the subject	Excellent; superb demonstration of engagement with the subject				
			6.5		7.5		8.5		9.5	
					Final Mark: <i>can also be 6.5, 7.5, 8.5, 9.5 from September 2020 onwards</i>					

Comments (***explain final grade***):

Date:

Name of Examiner 1:

Name of Examiner 2:

Signature:

Signature

Appendix J: BSc IBA Thesis Research Proposal Assessment Rubrics

Student name:

Student number:

Examiner 1:

Ethics approval required: Y / N

Examiner 2:

Ethics approval requested: Y / N Approved Y / N

Date:

Note: all collected research data must be stored in ISO 27001- and NEN 7510-certified facilities and be accessible for thesis supervisor such as SURFdrive or BMSLAB

Assessment criteria / level	Insufficient	Satisfactory	Very good
Problem analysis and theoretical background	Reflects limited understanding of subject matter and/or demonstrates limited understanding of theoretical concepts in the field.	Reflects an understanding of subject matter and demonstrates an understanding of theoretical concepts in the field.	Reflects mastery of subject matter and demonstrates mastery of theoretical concepts in the field.
Research project rationale / motivation	Almost no link of the project with the scientific literature and/or almost no argumentation of added value of research project. Demonstrates limited critical thinking skills.	Adequate explanation of the added value of the project based on scientific literature and use of a loose conceptual framework. Demonstrates acceptable critical thinking skills.	Project motivation includes added value based on critical evaluation of the literature; use of a clear conceptual framework. A research gap has been identified in the literature and addressed in the project. Exhibits mature, refined critical thinking skills.
Research project objective	Objectives are poorly defined	Objectives are clear	Objectives are well defined
Research question(s)	Unclear or inadequate question(s)	Clear and specific question(s)	Clear, specific and well-defined question(s)
Research design / Methodological approach	Research design inappropriate to research questions. Expectations regarding theoretical and practical implications and limitations not included or inappropriate.	Adequate research design and appropriately justified including expectations about theoretical and practical implications and limitations.	Profound and critical explanation of a well-defined research method and clear expectations about theoretical and practical implications and limitations.
Planning of the project	Unclear and/or unrealistic planning and/or not taking into account availability of resources.	Realistic and clear planning that takes into account availability of resources.	Planning demonstrates proactive thinking and takes into account risks, limitations and uncertainties.

Final Score (pass/fail²)

Feedback:

² All criteria needs to be at the level of “satisfactory” or above in order to obtain a “pass”. Please email completed form to boz-iba@utwente.nl

Appendix K: MSc BA Thesis Assessment Rubrics

Assessment aspects	≤ 5	6	7	8	9	10
1. Introduction and research/design question (10%)	Unclear, and/or not researchable.	Broad; explanation of the relevance of the research/design is lacking.	Clear and specific, giving sufficient direction; subject matter is explained and its relevance argued for.	Clear, specific and well-defined; subject matter is clearly explained; academic and/or societal relevance is well-argued for.	Clear, specific, well-defined and original; subject matter is explained clearly; relevance argued for by identifying a well-defined gap in the academic literature and/or a societal problem.	Excellent; subject matter is explained clearly and engagingly; addressing a well-defined research gap and/or societal problem in an original way.

Assessment aspects	≤ 5	6	7	8	9	10
2. Literature review and theoretical framework (10%)	Unclear and inadequately explained; almost no link with the academic literature; no theoretical framework.	Limited explanation of the academic literature; inadequate theoretical framework.	Adequate review and explanation of the academic literature, leading to a theoretical/ conceptual framework that suits the research question	Well-explained and critical review of the latest academic literature, leading to a very good theoretical/ conceptual framework.	Profound and critical evaluation of the latest academic literature, leading to a state-of-the-art theoretical/ conceptual framework ; potentially worth presentation to practitioners/journal publication.	Excellent and original review of the latest academic literature, leading to a theoretical/ conceptual framework that has the potential to add to the academic literature; suitable for presentation to practitioners/journal publication.

Assessment aspects	≤ 5	6	7	8	9	10
3. Research/design method and data collection (15%)	Unsystematic description of research/design method; no link to literature; method and data collection does not fit the research question.	Limited explanation of research/design and weakly linked to research/design question; justification based of academic literature is limited; execution of the data collection shows weaknesses.	Adequate explanation of research/design method and data collection; appropriately addressed using the relevant academic literature; adequate fit with research/design question.	Well described and well justified research/design method and data collection, well-justified using the latest academic literature; fits the research question well.	Profound and critical explanation of research/design method and data collection, evaluation of all available research methods; strong fit with the research/design question.	Excellent demonstration of methodological understanding and clear and strong justification of the used data collection.

Assessment aspects	≤ 5	6	7	8	9	10
4. Data analysis and results (10%)	Inadequately described and unclear data analysis and results.	Rather limited explanation of data analysis and results; data analysis does not clearly fit methodological choices.	Adequate explanation of data analysis and results; data analysis is clearly based on methodological choices.	Well-explained data analysis and results; very clear analysis which is strongly based on methodological choices; results well-presented.	Profound demonstration of originality of data analysis; very clear presentation of analysis and results; potentially worth presentation to practitioners/journal publication.	Excellent demonstration of methodological understanding and clear and strong justification of the used data collection.

Assessment aspects	≤ 5	6	7	8	9	10
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5. Discussion, conclusion and recommendations (15%)	Vague and meritless discussion, conclusion and recommendations; research question is not answered.	Broad; explanation of the relevance of the research/design is lacking.	Clear and specific, giving sufficient direction; subject matter is explained and its relevance argued for.	Clear, specific and well-defined; subject matter is clearly explained; academic and/or societal relevance is well-argued for.	Clear, specific, well-defined and original; subject matter is explained clearly; relevance argued for by identifying a well-defined gap in the academic literature and/or a societal problem.	Excellent; subject matter is explained clearly and engagingly; addressing a well-defined research gap and/or societal problem in an original way.

Assessment aspects	≤ 5	6	7	8	9	10
6. Writing structure and style (10%)	Poor and illogical structure and style.	Clear and consistent structure and style.	Clear and consistent structure and style; adequately expressed.	Clear and consistent structure and style; well expressed; adequately argued.	Very clear structure; persuasive style with strong arguments; potentially worth presentation to practitioners/journal publication.	Excellent structure and style; suitable for presentation to practitioners/journal publication.

Assessment aspects	≤ 5	6	7	8	9	10
7. Process and professional skills (15%)	Student is dependent on supervisor;	Student is rather dependent on supervisor; student is	Student is semi-independent; usually responding to	Student worked relatively independently,	Student worked with a high degree of independence and in	Excellent: Student worked in a self-driven manner.

	student does not comply with agreed deadlines and/or feedback; poor demonstration of skills.	not proactive enough in managing supervisors and stakeholders; satisfactory demonstration of skills.	feedback in an adequate manner and proactively managing supervisors and stakeholders; complied with most deadlines; good demonstration of skills.	making effective use of guidance & feedback from supervisors and stakeholders; complied with most deadlines; very good demonstration of skills.	a self-driven manner, making effective use of guidance & feedback from supervisors and stakeholders; complied with all deadlines; superior demonstration of skills.	
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Assessment aspects	≤ 5	6	7	8	9	10
8. Colloquium and individual presentation (15%)	Explanation, justification and defense of the research/design and its conclusions are overall unclear and/or unconvincing; research/design is insufficiently explained and reflected upon; questions are not convincingly addressed.	Satisfactory presentation and explanation of the research/design; student is sufficiently able to explain the research/design and its conclusions, but generally does not convincingly respond to questions about choices made, reflections and/or limitations.	Good presentation and explanation of the research/design; good justification and explanation of the research/design; response to critical questions is not always convincing; showing limited reflective capacity.	Very good presentation and explanation of the research/design; explaining and justifying the research and its conclusions in a convincing manner, demonstrating in depth knowledge of the subject; responds to critical and reflective questions largely convincingly.	Superior presentation and explanation of the research/design; demonstrating full mastery and engagement with the subject in explaining, defending and reflecting on the project; is able to put the research in a broader perspective.	Excellent presentation and explanation of the research/design; demonstrating full mastery and engagement with subject in explaining, defending and reflecting on the project; is able to put the research in a broader perspective, also using other insights gained from BA or other master programmes.

Appendix L: MSc BA Thesis Research Proposal Assessment Rubrics

Feedback sheet for Master Thesis BA Part 1 (Research proposal) (201500101)		Student name: Student number:				
CRITERIA						
ELEMENTS	Unclear/ limited	Adequate		Profound	Score	Comments/feedback (obligatory to fill in by supervisor)
01: Description of situation and complication	1	2		3		
02: Focussed central research question (not necessary to split into sub questions)	1	2	3	4	5	
03: Theory (mentioned key papers, theory, concepts)	1	2	3	4	5	
04: Description of theoretical contribution	1	2		3		
05: Description of practical contribution	1	2		3		
06: Research design (for theoretical; the review method)	1	2	3	4	5	
07: Outline & planning (incl contingencies 3 pnts)	1	2		3		
08: Clear, concise, well-written and argued	1	2		3		
The student submitted a proposal to the Ethics Committee for assessment:					Yes/No	Name examiner: Exam date: Signature:
<i>Criteria 02, 03 and 06 should be evaluated with at least score "2" to pass the proposal. Not more than 3 out of 8 criteria can be scored with "1" to pass the proposal.</i>				EVALUATION: Pass / Fail		
Additional comments: 						